ELL Technology Resource: First Report from University of Iowa
Principal Investigator: Linda Fielding

State Goals and Objectives:

To enhance preservice teachers' and IHE instructors' knowledge about effective strategies for working with K-12 English Language Learners and other K-12 students who represent various forms of racial, ethnic and academic diversity.

Cite three research-based strategies for teaching ELLs using IP-Videoconferencing:

--Teacher Education students and their IHE instructors will use Polycom to observe how K-12 regular classroom teachers enhance English Language Learners' English conceptual vocabulary and their English academic language proficiency through shared reading, teacher read-aloud and use of analogies to words in the English Language Learners' native language vocabularies (all strategies supported in Cummings, 1989, Drucker, 2003 and McCauley & McCauley, 1992).

--Teacher Education students and their IHE instructors will participate in post-lesson reflective discussions with K-12 regular classroom teachers after observing live lessons via Polycom to understand the K-12 teachers' major goals, their moment by moment decisions and their assessments of K-12 student learning (as supported in research by Long & Stuart, 2004).

--Teacher Education students will observe via Polycom how K-12 mainstream and English as a Second Language teachers use discussion and literature (as described in Williams, 2001) to ease the transition of English Language Learners into English-dominant classrooms where not only the language but also the interaction patterns and expectations may differ from their prior experience

Describe how the results of using this technology will be measured to determine success:

1   We will keep logs of the dates, classes and number of preservice teachers and teacher education instructors who observe best practices in action through use of Polycom technology.

2. IHE instructors will ask students to submit brief reflections about significant ideas and techniques they learn for working with English Language Learners through Polycom classroom observations, and instructors will write a brief reflective observation of how use of the Polycom had an impact on their instruction.

3. In our regular exit surveys of graduating teacher education students, we will look for changes in their ratings of their confidence in working with English Language Learners in their teaching. We collect these surveys every semester and will be able to look for

changes in overall group ratings from before to after the acquisition and use of the Polycom.

Include how and to whom the results will be disseminated:

We will disseminate these results in Iowa Department of Education reviews as well as in presentations at state and national conferences that focus on teacher education and education of English Language Learners.

What are your plans to embed Polycom technology into instructional practices for both general and content methods course work?

We already make some use of Polycom technology in our Technology in the Classroom core teacher education course to connect teacher education students with teachers and students in K-12 classrooms. The addition of another Polycom system, along with increased Polycom systems in K-12 classrooms that also will be provided through the Teacher Quality Enhancement Grant, will allow additional opportunities for instructors and students in specific teacher education programs (especially students and instructors in English Education, Elementary Education and our K-12 English as a Second Language endorsement program as well as in our Orientation to Secondary Education class) to observe in classrooms and confer with teachers who teach English Language Learners. Faculty members in Foreign Language/ESL Education recently were awarded a grant that we expect will bring additional practicing teachers into the ESL endorsement program.

ESL Endorsement:

Yes, we offer the K-12 ESL Endorsement.

References:

Cummins, J. (1989). Empowering Minority Students. Scacramento, CA: California Association for Bilingual Education.

Drucker, M. (2003). What reading teachers should know about ESL learners. The Reading Teacher, 57, pp. 22-29.

Long, D., & Stuart, C. (2004). Supporting higher levels of reflection among teacher candidates: A pedagogical framework. Teachers & Teaching, 10, 275-290.

McCauley, J.K. & McMauley, D.S. (1992). Using choral reading to promote language learning for ESL students. The Reading Teacher, 45, 526-533.

Williams, J.A. (2001). Classroom conversations: Opportunities to learn for ESL students in mainstream classrooms. The Reading Teacher, 54, 750-757.